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E. L. HART, EDITOR OF THIS NUMBER.

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ON TRAINING THE TEACHER FOR HIS PROFESSION.

MUCH as this subject has been discussed, yet its great importance, and the necessity of pressing its importance upon the attention of those interested in the cause of education, seem to be a sufficient apology for presenting it again at this time. A professional training for a teacher, implies, in the first place, *A CHOICE of the business of teaching, as a profession*, as his great life-work, as that which is to call forth the most laborious exercise of all his powers, and which shall be a true expression of his mental and moral worth. He is to seek in it the highest rewards of a noble ambition,—the fame and fortune of a great soul. He will not then take up the profession lightly, from mercenary considerations—not as a mere stepping-stone to something in the future, which he deems higher and better; but his horizon in this field of view, will be sufficiently extended to embrace the widest range of his hopes and aspirations. To be a *good teacher*, well furnished in mind and heart for the duties and responsibilities of his calling, will leave nothing better to be desired or sought. Having deliberately chosen teaching as his great work for life, the all-important question with him then will be, how he

can be prepared to do this work well. What training does he need? Is it enough for him to go to school a few years in his childhood, and then as he comes forth into the period of youth, to assume the responsibility of instructing others? How is it in other professions? Look at the aspirant for military glory. From that period of life when many commence to teach, he begins a course of special training for his work, and subjects himself to years of severe and thorough drill of both mind and body, that he may understand well the science of war. Is the profession of the teacher less important than that of the soldier? The painter and the sculptor labor on to manhood even, in earnest toil, in the peculiar studies of their profession, before they begin to realize the first fruits of their labors,—before they are able to represent on the canvas, or carve in the marble, those forms of beauty which have so long filled the chambers of their imaginations. Does the teacher seek to work out inferior beauty to that of form and color, and on material perishable as the decaying canvas, or the crumbling marble? The clergyman, the physician, the lawyer, also spends years of special training for his particular profession; and shall the teacher, who has trusts committed to his charge not one whit less important than those committed to them, trusts which it may well make him tremble to assume, make no particular preparation, seek no especial training? Let all be said that may be said, of natural tact, and of great strength of mind and will, and learning even, and yet who, we may reasonably inquire, is the man or woman, with all these advantages, who would not be greatly benefited, who does not really need to spend a period of study in institutions for the professional training of teachers, and receive there particular instruction in the Art of Teaching? It can not be otherwise than that the results of a large personal experience on the part of these instructors, (and only such should be appointed,) combined with long continued study and observation of different systems of education with reference to the construction of the best possible system, should enable some to become professors of the Art of Teaching, and qualify them to furnish the

young and inexperienced, invaluable principles and rules, and give them directions of permanent standard value. It is very clear that without this instruction, these principles and rules will, in many cases, never be learned at all, and in others, only after a long and painful series of trials and failures and when, perchance, the knowledge gained will come too late to be of much value. But if the young teacher can commence his course in possession of this knowledge of his profession, gained for him by the long experience of others, and imparted to him by these qualified Professors of the Art of Teaching, at what an immense advantage will he engage in his work, and what vastly more important results will he realize from the grand sum of his labors, than if he had been obliged to grope much of his way in darkness, frequently to retrace his steps from wrong paths, and suffer mortification and discouragement in consequence of repeated failures. We have yet much to learn from other nations in this particular. With the Germans, a class of abcdarians even, is committed to the care and instruction of a learned professor. Years of study and mental discipline of the highest order, are thought by them necessary *to start* the youthful mind on its grand career of eternal development. Are they not wise to do so? Have we yet fully apprehended the meaning of the trite proverb, "As the twig is bent, the tree is inclined." Through the investigations of learned men in modern times, there has been discovered a class of manuscripts of ancient date, called Palimpsests. These consist of sheets of Papyrus which have received, at different times, several successive sets of written words, one over the other, the previous copy having been scraped or rubbed to prepare a surface for the next. Nevertheless, though the first impression was apparently destroyed, by abrasion even, and though other impressions were laid upon that entirely concealing it, yet, one by one, the various sets have been removed, and this, the first one, stands out again, wonderfully revealing thoughts supposed to have been forever buried and lost from human knowledge. How apt an illustration of the durability of impressions first made upon the youthful mind. The first teachings will sink deep-

est there, will remain the longest,—will produce the most important results. Of what infinite moment then is it, that the early instruction of children should be committed to the wisest and best of instructors.

THE TEACHER MUST STUDY.

It is the duty of the teacher to make constant advance in general knowledge, and increase his intellectual strength by study, reading and reflection. It will not be enough for him merely to keep along with his classes, by even a thorough preparation on what he is at the time teaching. He must keep far ahead. He must ever be strengthening, expanding, and refining his mind by new studies, other than those directly connected with his profession, and keep himself fresh and fully up with the wave of educational progress. The example of those who have stood highest in the various professions, and in the world of literature at large, most clearly evinces the reasonableness of such an injunction.

Cicero, the prince of Latin orators, in his elegant oration for the poet Archias, expresses in a brief sentence the true reason why the scholar and the professional man should pursue this course. His words are, "For all the branches of knowledge which pertain to the cultivation of man have a common bond, (*comune vinculum*,) and are held together by a certain close relationship, (*cognatione*,)"—blood relationship. Strong words, but true, and embodying a principle of vital importance to all who aim to exert an important influence over others,—to the teacher, not the least. For example, how can he come to a full understanding of his own language—the noble English language? How will he be able to apprehend the full strength, richness, beauty, and delicate shades of thought, hidden in its words and sentences? How else than by a thorough study of the classics, ancient and modern? And to what will a thorough study of the classics introduce him? To an acquaintance with the geography, government, religion, education, customs, &c., of the

nations of the earth, ancient and modern,—in short, to the entire treasury of the past. The sciences are aided by the classics, and illustrate and aid one another. History and geography are inseparable. Mental, moral and natural philosophy go hand in hand; and twining among all in many a graceful loop, festoon and curl, the ornamental arts give strength and beauty to the whole. Hence, we rightfully derive the sentiment, the more extended and exact is one's general knowledge, the better able he will be to understand and illustrate his own particular subject of instruction, and also greatly enlarge his general influence among men. Cicero says of himself in reference to this matter, "Do you suppose that I can supply myself with material for daily speaking on so great a variety of subjects, unless I cultivate my mind by learning, or that my mind can endure so great exertion, unless I relax it by the same learning?" He, then, it seems, found it absolutely necessary to carry on his studies and reading on other subjects than those especially belonging to his profession, first to supply material for his orations, and secondly to relax his mind from his severe forensic toil. He did not depend on his genius, great as it was, like some foolish persons, who suppose themselves geniuses, and who rely on the inspiration of the moment, to meet difficult emergencies; he had the true wisdom to give himself to hard study, from a full belief in the necessity of it. His use of the word relax in this connection, is very noticeable. To speak of relaxing one's mind by severe study, seems quite paradoxical, and yet it is strictly true. The mind is really refreshed by turning from protracted labor on a particular subject, to grapple with another equally hard but entirely different. Change to the mind is rest. And how did Cicero accomplish this amount of study? Hear him tell in the following strong and forcible words: "Who then can blame me, or who can justly be angry with me, if all that time which is allowed others for attending to their own particular matters,—all that devoted to celebrating festive days in games—all that given to other pleasures, and to rest even of body and mind,—all that too, which others give to late feasts, to dice-playing, to ball-play-

ing, I take for investigating these studies." What a picture of industry and economy of time is here presented to us! With what eagerness and delight may we imagine the old Roman orator, in these hours, stolen as it were from rest and pleasure, to pore over the inspiring thoughts, the noble sentiments, the deep metaphysical speculations of Grecian and Latin poets, orators and philosophers. How rapidly does he accumulate knowledge, most important, and most varied in its nature, and pouring it into the crucible of his own discriminating mind, bring forth those enchanting words of philosophical wisdom, and of a pure morality, which have been the delight of the ages since, and have exercised an immensely important influence, second, probably, to that of no other writer which the world has produced, in disciplining, forming and refining the minds of men. This example of Cicero, which so pertinently illustrates the topic here discussed, has been followed by a host of others; and it is undoubtedly true, that the great minds of our own and other countries, owe their greatness, in no small degree, to precisely such a course as Cicero himself pursued. Could an Arnold have ever shed so brilliant a light on the teacher's profession, had he not done so? *Then must all teachers study.*

But to diligent and severe study the teacher must join select and valuable reading, ever storing his mind with the striking facts of ancient and modern history,—searching through the broad fields of science to learn its mysteries, and catch an early glimpse of newly discovered wonders,—refining his mind and heart by frequent converse with those prophets of nature, the gifted sons of genius, poetry and romance, and drawing deep drafts of inspiration to labor on in his noble work, from the recorded deeds of many a great soul who has dignified and blessed our common humanity by his life, and left behind the legacy of his example. Nothing less than the highest mental culture it is possible to obtain, consistent with a due regard to the other circumstances of his life, should be the aim of every teacher. Does the work here required seem too great, and induce in the mind of any one discouragement and aversion? By no means let

this be. Rather let there be instead, a strong and resolute spirit to accomplish so desirable, so necessary a work. "Where there's a will there's a way," and the bright examples of successful effort, in just the course here recommended, by many, even in our own state, stand before us to forbid all discouragement, and to beckon us on to labor and reward.

EDUCATIONAL JOURNALS.

It surely needs no argument to prove that of these there should be no lack to the teacher. They are to him of invaluable service, as important to him in his profession, as the accumulating volumes of Law Reports to the lawyer, or works on Theology to the theologian, or Medical Journals to the physician; and the shelves of his library should show by the number, variety and excellence of works on education, that he, equally with them, is a member of a distinct profession. Nor can he be without excuse, if he does not do this; for there is rapidly accumulating in our country an educational literature, especially adapted to advance the interests and promote the honor of the teacher's high calling. Some of the most gifted minds in the land have already produced, and are continually producing, essays, periodicals and books devoted to examining, discussing and fostering education in its various departments, and, not the least, supplying a rich biographical literature of the worthy teachers and educators of mankind, from the distant past down to the present time. Many a gem from the treasures long buried in the neglected and unstudied works of these brave old souls, is thus brought within our reach. We may now walk in the reflected rays of their wisdom and be inspired by their words of deep meaning and feeling to more earnest and faithful labor in the good cause of education. Take, for example, Barnard's Journal of Education. What a rich store-house is this work of extracts from the writings of the best educators and teachers which the world has produced. How extended and yet how minute, the historical and statistical view of education it pre-

sents, and embracing as it does, its various systems and methods in all times and all countries. How many excellent hints, suggestions and models most worthy of imitation and practice are to be found on its pages; and moreover, with what admirable biographical notices are we therein instructed and inspired, to prove our devotion to the teacher's work. The teachers of Connecticut surely can not afford to be without it. A true regard to their own interests, as well as a generous respect to its editor, who, with such persevering energy, at such a cost of time, labor, and pecuniary outlay even, in the face of many obstacles and discouragements, has provided for them so great a help, should induce them to take the work, though to do so require real self-denial and sacrifice. But this is only one, out of many other Journals and works on education, deserving our notice and support. Chiefly, and for more reasons than one, our own Journal should be the object of a deep interest, and of a perfectly united and vigorous effort to give it a high position among the other Journals of the land. The least we ought to think of, in respect to it, is to subscribe for it, *and promptly pay our subscription*. But besides this, there is another very important duty we owe to it, a duty quite too little recognized, not generally discharged, namely, that of literary contribution to its pages. Out of so large a body of teachers in our State, there must be not a few, in whose earnest and reflecting minds revolves many a thought, which, if traced on the leaves of our Journal, would cause the hearts of its readers to thrill with a responsive sympathy and interest, many who might there record words of large import and varied instruction, and not the least, words to inspire patience, perseverance and courage. Why may not our Journal be, why should it not be, an example of high literary culture,—of true taste, of elegant criticism? Ever keeping in mind its true mission, the improvement of teachers, and the promotion of a sound education, what forbids that, in full harmony with this, its pages should glow and sparkle with sentiment, poetry and fiction; and that all, rightly combined, should thus lend it the strongest attractions, and cause it to be eagerly sought and read in all our dwell-

ings? Were we as a body to make the Journal the medium of communicating our thoughts to one another, and to the public, and so make the business of composition one important part of our self-training, who can well estimate the good effect upon ourselves? Study and read and think we certainly must; but there should be some expression of the results of our reading and thinking,—some method of fixing and making available for future use, both for ourselves and others, whatever of interest and profit has occupied our own minds. We often do not write down our thoughts, because there seems to be no particular reason for our doing so; and many a time, some bright fancy, some pleasant memory,—some white-robed form of truth, will flash through our minds, impressing us with a peculiar joy; and when, afterwards, we would recall the swift-winged visitant, being unrecorded by the pen, we find it irretrievably gone. Now, our Journal will supply us with a sufficient motive for carefully observing and gathering up our flitting thoughts, and converting them to a truly useful purpose. Shall it not then, in the future, receive a more hearty and vigorous support?

Resident Editor's Department.

PROGRESS.

WHOEVER will take the pains to compare the present position and duties of the teacher with those of "ye olden times," or even with those of less than a half century ago, can not fail to discover that the present exhibits a great advance over the past. The position of the teacher is far more independent and honorable than it was—the duties required of him more pleasant and appropriate,—the privileges yielded to him more numerous and valuable. We would not say that the teacher's labors are really less arduous or important now than formerly, for this would not be strictly true. In some respects, more is demanded of him. He is expected to know

more and to teach more, but his facilities for gaining knowledge and illustrating the subjects he teaches are far more numerous now than formerly. There is more work to be done, but there is more of system in its performance and more and better "tools" with which to work.

We think, moreover, that the position of the teacher in the community is now far more eligible than it was fifty or even thirty years ago. Indeed, in most communities, the permanent teacher, if faithful and devoted to his appropriate work, exerts an influence and commands a respect equal to that of any other person,—an influence and respect which will be increased by each successive year of well directed labor. If he is kind, as well as earnest and faithful, he will, in a few years, find himself surrounded and sustained by young men who were trained by him, and who will ever be ready to sustain and encourage him, exercising an almost filial feeling and care for his happiness and wants.

The following articles of agreement will give us some insight into the teacher's duties "in ye olden" times:

A SCHOOLMASTERS' DUTIES IN 1682.

The schoolmaster of the town of Flatbush, L. I., had arduous duties to perform in addition to "teaching the young idea how to shoot." The following is a copy of a contract made with the pedagogue in 1692. The orthography remains unchanged:—

Art. 1. The school shall begin att 8 o'clock and go outt att 11; shall begin again at 1 o'clock and ende att 4. The bell shall bee rung beefore the school begins.

Art. 2. When school opens, one of the children shall reade the morning prayer as itt stands inn the catechism, and close with the prayer beefore dinner; and inn the afternoon the same. The evening school shall begin with the Lord's prayer and close by singing a psalm.

Art. 3. Hee shall instruct the children inn the common prayers and the questions and answers off the catechism on Wednesdays and Saturdays, too enable them too say them better on Sunday inn the church.

Art. 4. Hee shall bee bound too keep his school nine months in succession, from September to June, one year with another, and shall always bee present himself.

Art. 5. Hee shall bee chorister off the church ; ring the bell, three tymes beefore the service, and reade a chapter off the Bible inn the church between the second and third ringinge off the bell; after the third ringinge he shall reade the ten commandments and the twelve articles off flaith and then sett the psalm. Inn the afternoon after the third ringinge off the bell hee shall reade a short chapter or one off the psalms off David as the congregatiōe are assemblinge; afterwards hee shall again sett the psalm.

Art. 6. When the minister shall preach at Broockland* or Utrecht hee shall bee-bounde too reade twice beefore the congregatiōe from the booke used ffor the purpose. Hee shall heare the children recite the questions and answers off the catechism on Sunday and instruct them.

Art. 7. Hee shall provide a basin off water ffor the baptism, ffor which hee shall receive twelve stuyvers inn Wampum ffor every baptism from parents or sponser. Hee shall furnish bread and wine ffor communion att the charge off the church. Hee shall also serve as messenger ffor the consistories.

Art. 8. Hee shall give the funerale invitations and toll the bell; and ffor which he shall receive ffor persons off fifteen years off age and upwards twelve guilders; and ffor under fifteen, eight guilders; and iff hee shall cross the river to New York hee shall have four guilders more.

The compensation of the schoolmaster was as follows :

1. Hee shall receive ffor a speller or reader three guilders a quarter; and ffor a writer ffour guilders ffor the daye school.

Inn the evening ffour guilders ffor a speller or reader, and five guilders ffor a writer per quarter.

2. The residue off his salary shall bee ffour hundred guilders in wheat (off Wampum value) deliverable at Broockland Fferry, with the dwellings, pasturage and meadowe appurtainenge too the school.

Done and agreeede on inn concistorie inn the presence off the Honorable Constable and Overseers, this 8th daye off October, 1682.

Constable and Overseers.

The Consistorie.

Corneilius Berrian,
Ryniere Aertsen,
Jan Remsen.

Adriaen Ryerse,
Corneilius Barent Vanderwyck,
Casparus Vanzuren, Minister.

I agree to the above articles and promise to observe them.

JOHANNES VAN ECHKELLEN.

* Brooklyn.

For the Common School Journal.

CHILDHOOD.

Who does not recall the merry sports and quieter moods of childhood, with a joy that almost causes the muscles to grow elastic, the heart leap with a lighter bound, and the brain throw off its weary load of fruitless speculations and return to the keen, curious freshness of those days.

Oh! the daring swings among the apple boughs, the fearless climbing of rafters in search of hidden hen's nests, the romps in the meadows and rides on the hay, the doffing of shoes and stockings to wade in the brook, the daily trudge with Tom to drive home the cows, the long rambles with merry parties of sun-browned, bare-footed boys and girls, in search of the huckleberries or chestnuts, the sliding down hill in winter, and rides through the drifts on ox-sleds, and skating on the pond by moonlight or by the glare of crackling bonfires;—were not those stirring, active times?

Nor were our sympathies less busy than our bodies. Who can forget his horror when the evils of intemperance were seen for the first time, and the unspoken pity which made him draw away from the school-room stove to make a place for poor, half-frozen Lucy Smith, the drunkard's child, or the indignation kindled by the knowledge that wicked Ben Mason robbed birds' nests and tortured butterflies? Did not we cry heartily because the "Babes in the Wood" were left to die alone, and almost bound from our seat when we read of Robinson Crusoe's good fortunes?

That imagination held full sway, let us bring as witnesses the frightful ghost stories that are heard with fixed, staring eyes, and the swaying trees in the solemn wood, whither we stole alone on Saturday afternoon, that, unmolested we might dream away the hours, gazing at the blue above us, that seemed to rise higher and higher, while we wove fantastic visions and formed splendid, impracticable plans for our future. Alas, for the departed faith in the marvellous which held full possession of us, when impressed by the stillness and solitude, we rose from our wild couch of moss and wood-grass,

and turned softly about to see if the Fairy Queen were not holding her court near by!

And then the school reminiscences of days when calico work-bags, unpainted *carved* desks and ferule exercises by the teacher, were in vogue; when we began with "round O" and "crooked S," and went on till we "spelled down" every body else at the "spelling match," and went home with glory enough to last a life-time; when we were disgraced for telegraphing the geography lesson to Reuben Jackson, by being made to "sit at the boy's side;" and when the grim "committee man" actually smiled upon us through his spectacles, at the "last day" because we could give the latitude and longitude of the Fegée Islands!

How impressible were our hearts then; how quickly flowed the tears, as soon dried; how softly fell the tones of "Now I lay me down to sleep," at our mother's knee; how reverentially we looked into the starry sky, on awakening at the solemn midnight, and regarded it as the abode of Jehovah; how we gazed, awe stricken, on the mysterious face of death, and how we sobbed out our broken prayers for forgiveness, when overtaken in our first falsehood!

Oh! parents, teachers, by these and thousands of untold cherished memories, shall we not deal tenderly with the children? Shall we check their activity, stifle their honest curiosity, pour contempt upon their fancies, prove indifferent to their griefs, disregard their indefinable longings, and thus lay waste and barren the beautiful realm of childhood?

"I thank God," wrote a charming lady while recounting the blessings of her life,—*"I thank God for the blessed gift of a happy childhood."* So let us thank God for our sweet spring-time, and strive to preserve its holy influences unsullied, amid the cares and weariness of maturer years.

It is refreshing, in this busy world, to meet with those whose hearts are ever young. Childish games grow unsuitable, and more serious amusements occupy our hours of pastime; the judgment becomes reliable with years; the mind enlarges its scope, till its power puts to shame the gods of ancient days. Reason asserts her sway, and, at her touch,

life assumes a practical aspect, and vain Romance melts away. And this is well. But the well-spring within may be kept fresh and full and pure, as in earlier days.

One of the best means to attain this happy end is by cultivating a warm, hearty spirit of sympathy with children. Let none fail to do this, fearing his dignity will be endangered, or his mind too far occupied with trivial things. The noblest, truest persons have often been remarkable for this characteristic. It is better to win hearts than battles, and the avenues of good are oftenest found when love is our guide. The trophies of affection will not fail to give delight when weightier honors press too heavily, or more distinguished labors seem worthless.

Gladden the children with smiles, let them nestle in your arms, be not above sharing their joys or soothing their sorrows, bear with them patiently, guide them tenderly, and daily pray to become "like one of these little ones;" for did not our all-wise, loving Master say, "Except ye become as a little child, ye shall not enter the kingdom of heaven?"

J. G. E.

For the Common School Journal.

A PEEP INTO MISS BROWN'S SCHOOL.

WHAT a beautiful day this is for visiting schools,—a clear, blue sky, and a soft breeze fragrant with the perfume of wild flowers. One feels better for taking a walk on such a lovely morning, when nature seems to have awoke to new beauty; so, if you please, we will call upon Miss Brown, down in the red school-house. It is a somewhat long walk, but very pleasant, and on the way, we can hold communion with many beautiful objects, and find

"Tongues in trees, books in the running brooks,
Sermons in stones, and good in everything."

Look at those far-off hills, so blue and glimmering, with their summits almost melting into the heavens beyond.

And this quiet path, overhung by cool maples, through whose thick branches the sunshine shimmers and dances on the green sod at our feet,—oh! how beautiful! See those delicate wild-flowers, so pale and slender, yet so full of sweetness; and that green meadow yonder, with its gushing stream,—and the hill-side beyond with its flocks and herds.

Did you ever walk with your pupils through such a place, and point out to them the numberless beauties spread before the vision? Did you ever teach them to become pupils of Nature, and gather from her overflowing store-house those glorious lessons of faith, and hope, and love, which are ever garnered there? Have you shown them how full of interest are the minutest workings, in leaf and stem, and plant and flower, of the Infinite Architect? Have you ever pointed them to the wondrous moss-pictures and curious veins, on those old rocks and tumbling walls? And did you whisper of that God who made them all, and his kind, loving care?

I know you would find such lessons of great use in winning the love of your precious charge, and awakening the purer feelings of their souls. And if, perchance, the truths here scattered should be blessed of God, these walks will be but the prelude of brighter ones above, "through the green pastures, and beside the still waters" of Paradise.

I am almost sorry we have reached the school-room so soon, notwithstanding I love it,—for Nature furnishes food for so many pleasant thoughts. How neat and attractive the door-yard looks. It is very different from the one I saw when I visited Miss Nancy Aurelia Model's school, about a year ago. There were bunches of stones and dirt, and piles of sticks, tattered spelling-books and all sorts of rubbish scattered about. Some of the window-glass was broken, and the whole appearance was repulsive. But here, how different! It looks as though an angel of neatness presided! The litter is carefully cleared from the yard, the door-step is neatly swept, and the grass looks green and fresh.

What! a bed of flowers! Ah, yes,—it is just like Miss Brown. She loves flowers,—and if you called here during "noon-time," you would often find her, surrounded with a

happy group of little ones, walking in the "school garden," which they all love so well. Sometimes they make excursions into the woods after branches of oak and maple to festoon the school-room.

I have known some teachers who were so overflowing with dignity that they could scarcely step from the platform during intermission, and if any unfortunate pupil chanced to invade their sacred domain and speak a few words not relating immediately to his lesson, he was greeted with a chilling frown. But Miss Brown has none of this false dignity. She loves to have the scholars gather round her during recess, and she listens with interest to their little stories. And so their hearts go out towards her in warm love, and she finds it easy to guide them in the right path.

But however pleasant the outward aspect of the school-room, we must not linger longer to converse of it. Really, this is beautiful,—so cool, and fresh, and fragrant. I should think these pupils could not help loving their school, the atmosphere is so delightful,—with the cool breeze rustling through those green branches, and the sweet odor of that bouquet from their own little garden. Our entrance reminds me again of Miss Model's school. As I passed through the door-way then, I was greeted with the bold, stupid stare of a score of urchins, but did you notice, as we came in, how quiet and self-possessed each pupil appeared? Miss Brown, evidently deems it a part of her duty to teach politeness and good manners. I wish some others might copy her example, and then we should not so often have to tremble for our safety in passing a school-house.

That was an excellent recitation in arithmetic which we just heard, was it not? How carefully each step was explained, and what a lively interest each member of the class seemed to feel. There was none of that skimming over the surface, which we so often see. Some *teachers* that I know of, could hardly have explained the examples so clearly.

Those exercises in reading and spelling, too, were very skilfully conducted. Did you mark how much attention was given to the sense?—how carefully the inflections and empha-

asis were rendered? Miss Brown does not neglect thorough discipline and earnest study, notwithstanding she finds time to cultivate flowers and win the affections of her pupils by little acts of kindness.

This is really a delightful place; there is such an air of love and happiness pervading everything, that one is almost loth to leave. But Miss Brown is asking us for "remarks." We are pleased with the school, and of course say so; and after a few words of encouragement and counsel, depart, much gratified with our "PEEP INTO MISS BROWN'S SCHOOL."

S. J. W.

WESTFORD, Conn., May 27th, 1861.

STORIES FOR YOUTH.

"IF WE WERE ONLY RICH."

"Minnie, don't you wish we were rich?" asked Charley Knight, looking up at his sister, as she sat by the fire, knitting a mitten.

Minnie was a sweet, blue-eyed, rosy little girl, and as contented and happy as she was pretty; and she was always thinking how well off she was, and how thankful she ought to be, so that she hardly had the time to think about being rich. When Charley asked her if she did not wish she were rich, she looked at him a minute, and then said: "No, not any richer than we are now. We always have enough to eat and drink, and we have all the clothes we want, and we have something to give away, too. Besides, if we were rich, maybe we'd be hard-hearted and proud. A great many rich people are."

"Well, I wish we were rich," replied Charley. "I'd be willing to risk it, anyhow. And I'll tell you what I'd do, if we were rich. Father would keep a pair of smart horses, and a fast little pony, besides,—of course he would, and then I'd drive around all the time and I'd take you out riding whenever you wanted to go. If you were afraid

of the big horses, why, I'd just order up the little pony and away we'd go. And then, if we were only rich, I'd always have a purse full of money all the time. Oh dear, I wish father would hurry up and get rich, if he's ever going to, for I'm fourteen years old, and I've never driven a good smart horse, or had over fifty cents in my pocket at once in all my life."

"*Maybe it would have been bad for you,*" said Minnie, and her little laughing face began to look very sober and thoughtful. "You oughtn't to say, Charley," she said, "that you'd risk being rich, *for maybe it might hurt you.* It spoils some boys, and some girls, too. Willy Hawkins's father is rich, and don't you know what father said about Willy the other day? He said he'd never be good for anything, for his father was bringing him up to think that he never need do anything because they had so much money. I should be worried about you all the time, Charley, if we were rich."

"I love to hear you talk, little sister, for you talk so wise, and you are only eleven years old. But I can't help wanting father to be rich, for, if he were, we'd have a good time."

"I'm ure I don't think Willy Hawkins has a very good time," replied Minnie. "He always acts as if he didn't know what to do with himself. And there's Mary Benton: her father's as rich as he can be, but she's never pleasant, and never suited with anything. She thinks everything in the world is hers, and she treats *poor* little girls real badly. I don't like to play with her at all. She treats me well enough, but she hardly ever speaks to a very poor little girl, and I don't think it's a very good thing to be rich, if it makes people proud and hateful."

There was a long pause, Minnie was knitting away quietly, but busily, to finish her mitten, and Charley sat leaning on his hands, thinking to himself, "If we were only rich."

The room was very still, for Charley and Minnie were both thinking.

At length Minnie said, in her sweet, quiet voice, "Don't you know how much father says about a contented spirit, and how often, in his prayers, he says, 'Give me neither poverty nor riches?' Don't you remember he said in his prayer

yesterday, 'Having food and raiment, let us be therewith content?' And don't you recollect he told us, the other day, that it was very foolish to want to have a great deal of this world, because we couldn't carry anything with us when we died,—not even our bodies."

Charley looked almost convinced, but ventured to say once more,—“If we were only rich;” adding, “if every body was only rich!”

Minnie raised her head, and threw back her brown curls, and looked as satisfied as if her father were worth a million of dollars, and yet he was rather poor, for he had been unsuccessful in business, and was not able to give his children much money to spend. Minnie was a very happy little girl, and one great source of her happiness was working for children who were a great deal poorer than herself. The mittens she was knitting were for a poor boy who had picked up wood for his mother until his hands were sore and bleeding. Her mother gave her the bright red yarn, and she was as happy as a queen, as she sat every day at her knitting work. And the poor boy was as happy as a king when Minnie brought him the mittens.

Minnie was a very convincing little preacher, and her brother made up his mind, after a while, that he was better off than if he were rich, because, as Minnie said, riches sometimes did boys a great deal of harm.—*Tract Journal.*

REST FOR THE WEARY—A TOUCHING INCIDENT.

“Yet the promise of rest to the weary and heavy laden has visited some of them. A friend of mine, seeking to relieve the poor, came to a flight of stairs that led to a door, which led into a room reaching under the slates. He knocked. A feeble voice said, ‘come in,’ and he went in. There was no light; but as soon as his eyes became adapted to the place, he saw, lying upon a heap of chips and shavings, a boy about ten years of age, pale, but with a sweet face. ‘What are you doing here?’ he asked the boy: ‘Hush, hush! I am hiding.’ ‘Hiding! What for?’ And he showed his white arms covered with bruises and swollen. “Who was

it beat you like that?' 'Don't tell him: my father did it. 'What for?' 'Father got drunk, and beat me because I would not steal!' 'Did you ever steal?' 'Yes, sir, I was a thief once.' (These London thieves never hesitate to acknowledge it, it is their profession.) 'Then why don't you steal now?' 'Because I went to the Ragged School, and they told me, 'Thou shalt not steal! and they told me of God and Heaven. I will never steal, sir, if my father kills me.' Said my friend, 'I don't know what to do with you: here is a shilling; I will see what I can do for you.' The boy looked at it a moment, and then said: 'But please sir, wouldn't you like to hear me sing my little hymn?' My friend thought it strange that, without food, without fire, bruised and beaten, as he lay there, he could sing a hymn; but he said: 'Yes, I will hear you.' And then, in a sweet voice, he sang:—

'Gentle Jesus, meek and mild,
Look upon a little child,
Pity my infirmity,
Suffer me to come to Thee.

Fain would I to Thee be brought,
Gentle Lord, forbid it not;
In the kingdom of Thy Grace,
Give 'Thy little child a place.'

'That's my little hymn: good bye!' The gentleman went again in the morning; went upstairs; knocked at the door—no answer; opened it, and went in. The shilling lay on the floor. There lay the boy with a smile on his face—but he was dead! In the night he had gone home. Thank God, that he has said: 'Suffer little children to come unto me!' He is no respecter of persons, black or white, bond or free, old or young. He sends his angels to the homes of the poor and the destitute; the degraded and the wicked, to take his blood-bought little ones to his own bosom."—*Gough.*

BRIDGEPORT.

WITHIN the last few years the educational interest in this beautiful city has rapidly increased, and now the school-houses and schools rank among those of the first class. A new, beautiful and commodious house has recently been finished for the schools under the supervision of E. F. Strong, Esq., to whose judicious efforts, much of the present prosperous state of affairs is in a large degree owing. The following description of this house may not be uninteresting to our readers:

The house is located upon the north side of Prospect street; the site is elevated and retired, the school-house being the only building as yet erected upon that side of the street.

The building is of brick and is four stories, including the basement, which, from the situation, is dry and pleasant. The dimensions of the main building are ninety feet in length by forty-five in width—in the rear, are the main stair-cases, in a projection sixteen feet square.

The main entrance is through two arches and up a short flight of freestone steps. The entrances for scholars are upon the right and left of the main entrance, by doors leading into the basement, which is fitted up for dressing-rooms for the scholars. These dressing-rooms are well supplied with wardrobe hooks, mats, benches, umbrella-racks, &c., and are arranged to be warmed in winter. In the rear of the dressing-rooms, are the cellars for fuel.

The second story has four school-rooms capable of accommodating sixty scholars each. They are furnished with primary basket chairs, one for each scholar; they are forty by twenty-two feet, the teacher's platform being upon the end of the room nearest the door. These rooms are well supplied with black-board surface and are each furnished with a small water basin connecting with the public aqueducts, so that an abundance of pure water may be procured without trouble. It occurs to us that this is a good arrangement, as the scholar does not leave the room to obtain water for

washing or for drinking, thus obviating the trouble arising from having a pump or well in the basement or yard, to which all the scholars in the building have access. This arrangement is found in all the school-rooms.

Ascending to the third story, we find a similar arrangement of rooms, furnished like the rooms below, with the exception of desks instead of primary chairs. These rooms accommodate fifty scholars each, with as many single desks.

The fourth story has two rooms each of which is supplied with fifty single desks; and one room occupied by the Senior Department, capable of seating seventy-five scholars. Connected with this room is a recitation room, (the only one in the building,) and also a library, and a room for apparatus. The library-case is the most convenient and ornamental we have ever seen in a school-house of this character. This room is furnished with astronomical and philosophical apparatus, maps, charts, &c., in abundance, and has a piano.

All the rooms in the building are wainscotted as high as the black-boards, and in a line a little higher than the base of the windows, some with oak, others with chestnut, and still others with cherry. This wainscoting is merely varnished, thus revealing the natural beauty of the wood, which is far superior to ordinary graining.

From the Senior Department are wires connecting with bells in all the other rooms, thus making a perfect telegraphic connection with all parts of the building.

The play-grounds are in the rear of the building, are of ample size, and handsomely graded. The entire front of the lot is reserved for ornamental purposes, is well stocked with trees and shrubbery, and is provided with a hydrant and hose for watering the yard and street in front of the building.

We have thus gone through with a general description of the building and premises. We might give more particular information respecting them, but trust many of our readers will have an opportunity to see for themselves what we have hastily described.

The entire expense of the building was \$10,800; cost of

furniture, \$1,700; cost of lot, \$5,000; cost of grading, flagging, fences, &c., \$1,100; total expense, \$18,600.

The building accommodates 614 scholars, and each scholar has a single seat, 374 single desks and 240 basket chairs. The desks are all of the best quality of modern school furniture, are made of cherry, and are in all respects convenient and comfortable,—giving to the rooms a very attractive appearance.

The good taste convenience and economy exhibited in everything pertaining to this house, reflect great credit upon the Building Committee and the Superintendent, who have spared no pains in endeavoring to erect such a building as the wants of the community demand. And it may not be out of place to remark here, that Bridgeport possesses, and has for years possessed, some advantages which have tended directly to place it among the first in the State in point of educational progress; prominent and foremost among these, is the Board of Education, District Committees, Building Committees, Superintendent and Teachers, acting in perfect harmony, and with the most generous cordiality and good feeling. "*Union is strength.*" This is emphatically true when applied to educational movements.

The present corps of instructors is as follows:

Superintendent—EMORY F. STRONG.

Teachers.—In Room No. 11, Miss Susan A. Curtis, Miss Hattie E. Tracy. Room No. 10, Miss Ann E. Wilson. Room No. 9, Miss Amelia Lewis. Room No. 8, Miss Sarah E. White. Room No. 7, Miss Ellen M. Doten. Room No. 6, Miss Fannie E. Lane. Room No. 5, Miss Julia E. Gregory. Room No. 4, Miss Gertrude N. Purcell. Room No. 3, Miss Josephine M. Judd. Room No. 2, Miss Cornelia Wheeler. Room No. 1, Miss Mary Haux.

OUR NATIONAL FLAG.

[The deep interest which, at this time, is felt in our flag induces us to give the following account of it, which is more complete than any we have seen. Teachers will find in it much valuable information, and their pupils will feel interested to learn all they can of the glorious "Stars and Stripes." It will be seen that but few of the many flags, now floating to the breeze, have the stars properly arranged. Ed.]

FROM the union of Scotland and England in 1707 until the union of Great Britain with Ireland in 1801, the national flag of Great Britain was a red flag, bearing in its upper and left hand corner the red cross of St. George, united with the white cross of St. Andrew. As being emblematical of the union of the two kingdoms, it was commonly called the "Union Flag;" and, as being the flag of British sovereignty abroad as well as at home, it was the flag of the colonies here. It was, beyond question, the flag to which Frothingham refers in his "Siege of Boston," (p. 104, note,) where he says: "In 1774, there are frequent notices of *Union Flags* in the newspapers, but I have not met with any description of the devices on them." The *Literary World* of October 2, 1852, contained the following paragraph, which indicates that the colony of New York, used the same flag: "In March, 1775, a *Union Flag with a red field*, was hoisted at New York upon the Liberty Pole, bearing the inscription 'George Rex, and the Liberties of America,' and, on the reverse, 'No Popery.'"

This flag was of about the same shape and proportions with our present American flag, only that portion which displays the stripes in our flag, in that was red; while that portion which in ours is blue and bears the stars, in that was a blue ground with a St. George's (or upright) cross of red, resting upon a St. Andrew's (or inclined at an angle of 45 degrees,) cross of white.

When the Revolution broke out this became, of course, the enemy's flag, and it was at once a question, what should be the banner of the Revolutionists. The Connecticut troops bore flags emblazoned with their State arms, with the State motto, and colored by the color of the regiment bearing them. General Putnam, July 18, 1775, bore a red flag with "*Qui transtulit sustinet*," on one side, and "*An Appeal to Heaven*," on the other. Colonel Moultrie displayed in South Carolina, at the taking of Fort Johnston, a blue flag with a crescent in one corner. The floating batteries carried a white flag, with a green pine tree in the middle, and the legend "*Appeal to Heaven*." The cruisers of Massachusetts carried the same flag. The flag presented by

Colonel Gadsden to the Provincial Congress of South Carolina, Feb. 9, 1776, as the standard for the Commander-in-Chief of the Navy, was a yellow flag "with a lively representation of a rattlesnake in the middle, in the attitude of going to strike; and the words underneath, *"Don't tread on me!"*" (*American Archives*, 4th series, vol. v. p. 568.)

The first use of a new Union flag, as the common banner of the thirteen Confederate Colonies, seems to have taken place at Cambridge. General Washington says, writing to Colonel Joseph Reed, under date of Cambridge, Jan. 4, 1776, "On the day which gave being to the new army we hoisted the Union flag, in compliment to the United Colonies." This Union flag thus hoisted on Prospect Hill over the new colonial army, is referred to by other witnesses. The captain of an English transport, writing to his owners in London, (*American Archives*, 4th Series, vol. iv. p. 711,) under date of Boston Jan. 17, 1776, says: "I can see the rebels' camp very plain, whose colors a little while ago were entirely red; but, on the receipt of the king's speech (which they burnt) they have hoisted the Union Flag, which is here supposed to intimate the union of the provinces." What this Union flag was, will be explained by another witness from over the sea. The *British Annual Register* for 1776, says, (p. 147:) "The arrival of a copy of the king's speech, with an account of the fate of the petition from the Continental Congress, is said to have excited the greatest degree of rage and indignation among them; as a proof of which, the former was publicly burned in the camp; and they are said, on this occasion, to have changed their colors *from a plain red ground, which they had hitherto used, to a flag with thirteen stripes, as a symbol of the number and Union of the Colonies.*"

This Union flag—which, on the evacuation of Boston by the British, was carried into the town by Ensign Richards, we may then conclude was the old English union flag, with the crosses of St. George and St. Andrew in the upper left hand corner, but with the red field exchanged for a field of thirteen stripes of alternate red and white, to stand for the thirteen Colonies, and the whole so symbolizing the *union* between them. Some mode of distinction by the *color* of their bunting was natural, inasmuch as it was the common practice of nations, and one that would be grateful to their old associations. Such a distinction could not well be gained by changing the *whole* field of the flag from British red, because the simpler and more striking colors were already appropriated. Driven thus to devise some *combination* of colors which should be at once simple, tasteful, and unique, they

naturally hit upon stripes of the old colors—under which they had fought the Indians and the French, and which they loved—of a number to indicate the number of associated Colonies. Under this flag the early battles of the Revolution were fought.

When, however, the Declaration of Independence cut the Colonies forever adrift from the mother country, it became natural for the Colonial Congress to consider the question of some authorized flag to be representative of the new nation which was struggling into birth. This consideration resulted in the passage, June 14, 1777, of the following resolution which, however, was not made public until the third of September following, viz.:

Resolved, That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the Union, [that is the device in the upper left hand corner, to take the place of the now incongruous crosses of St. George and St. Andrew] be thirteen stars, white in a blue field, representing a new constellation.

Col. Trumbull represents this new national flag as used at the surrender of Burgoyne, 17th October, 1777.

Here, by this natural growth of ideas, we trace the genesis of the flag which for more than eighty years has waived over the territory and commerce of this great people.

A few words will now be in place—before passing to further enactments upon this subject—in reference to the last phrase of the above resolution, viz. ; “representing a new *constellation*.” Was the term used loosely, as covering merely the vague idea of a new cluster of stars in the political heavens; or, was it used more precisely, as having reference to some particular and well known constellation in the natural heavens, and to some idea with which that constellation was associated in the mind of the world? Without taking space to go into all the particulars out of which a satisfactory answer must be framed, it will be sufficient to say here that Capt. Hamilton, in his little “History of the National Flag,” has made it appear, to say the least, eminently probable, that the constellation *LYRA*—the symbol of unity among men, (see *Anthon*) was in mind, and that the original intention was, to have placed the thirteen stars in the form of that constellation. But this—(may it have been because one of the stars in *Lyra* is of much superior magnitude to the others—while the States were equal sovereigns, and jealous of that equality?)—was not done. The thirteen stars were arrayed on the blue field, in a circle, and, for seventeen years, this remained the flag of the nation.

The journals of Congress for Jan. 7, 1794, show that a resolution was then introduced to add two stripes and two stars, because Ver-

mont and Kentucky had come into the Union. Mr. Goodhue (of Massachusetts) thought it a trifling business which ought not to engross the attention of the House, when it was their duty to discuss matters of infinitely graver consequence. If we go on thus, we may have twenty stars and stripes, but the flag ought to be permanent." Mr. Lyman (of Massachusetts) thought it "of the greatest consequence not to offend the new States." Mr. Thatcher (of Massachusetts) ridiculed the idea "as a consummate specimen of frivolity. At this rate, every state should alter its public seal when an additional county or township was formed." Mr. Greenup (of Kentucky) "considered it of very great consequence to inform the rest of the world that we had now two additional States." Mr. Boudinot (of New Jersey) thought Vermont and Kentucky ought "to be kept in good humor." The bill was finally passed, to save time in debating, and as the easiest way of getting rid of the subject, though Mr. Goodhue begged the favor that it might not go upon the journals, and Mr. Niles was "very sorry that such a matter should even for a moment have hindered the House from more important affairs." (See Benton's *Abridgement*, vol. i.) So—Jan. 13, 1794—it was ordered that from and after May 1st, 1795, the flag should have *fifteen* stripes and *fifteen* stars. It so continued during twenty-three years, and under it, in that form, were fought the battles, on land and sea, of the "last war" with the mother country.

In December, 1817, (see Benton's *Abridgement*, vol. 6.) Mr. Wendover (of New York) submitted a resolution proposing a new alteration. He said if the flag never had been altered, he should be opposed to any change in it. But now he thought one was required. He said those in use were incongruous, and unlike each other; that flying on the Capitol bearing nine stripes, and that on the Navy Yard eighteen. After thorough and careful consideration, his action resulted in the passage of a law (approved April 4, 1818) restoring the number of stripes to the original number of one for each of the thirteen States first affiliated, and increasing the number of stars so that each existing State have one. The law was in these terms:

Be it enacted, that from and after the 4th of July next, the flag of the United States shall be thirteen horizontal stripes, alternate red and white; that the Union be twenty stars, white, in a blue field.

And that, on the admission of a new State into the Union, one star be added to the Union of the flag; and that such addition shall take effect on the fourth day of July next succeeding such admission.

This law makes no express provision for the *form of arrangement* of the stars in the blue field, but it is understood that Mr. Wendover

proposed, as the old form of the circle would require the stars—when so much augmented in number—to be too small for the best effect, that the stars be thenceforth arranged in the form of a large, six-pointed star, thus gaining room, and symbolizing—from the small stars making symmetrically the great star—the perfect combination of the State governments in the one great Union. And this has been the arrangement of the correct flag from that day to this.

From all which, it will be seen that the present legal flag of the United States is composed of thirteen stripes (seven red and six white—a red stripe forming the top and bottom) with a square blue field in the upper left hand corner, of the depth of seven stripes—(of course resting on white) bearing *thirty-three* stars of equal size, arranged so as to make, together, one large, six-pointed star.

On and after July 4th next, a new star will be added for Kansas,—admitted within the year.

It follows, that all arrangements of the stars other than that above suggested—whether in even rows, or in a miscellaneous cluster—do violence to the great idea of *union* which came into this flag at first from the Union Jack of England, and which is symbolized by the little stars being arranged so as to make one perfect star of the first magnitude, by their symmetric union. Neither should there be one star larger than its fellows in the center of the large star, inasmuch as the exact equality of all the States in respect of sovereignty, in the eye of the general government, ought jealously to be preserved, and, least of all, ought our national emblem to hint that one is more brilliant and powerful than another, or—by a constellation in chaos—to suggest that the disorder of the South has jarred the fine forces of our symmetric sovereignty asunder, and made us but a mass meeting of States.—*The Congregationalist*.

ANNIVERSARY OF STATE NORMAL SCHOOL.

THE Twelfth Anniversary of this institution will be held on Wednesday, the 17th of July. The public examinations will commence on Monday morning previous, and continue through Tuesday.

On Sunday evening, July 14th, the annual sermon will be preached by Rev. E. P. Bond, New Britain. On Monday evening, the 25th, the Annual Address before the graduating class will be given by the Principal. On Tuesday evening, the 16th, an oration by Rev. Calvin Pease, D. D., President of the University of Vermont, and a poem by

Report of the Superintendent of Common Schools. 221

Rev. Nelson Stutson, of Greenfield, will be given before the Barnard and Gallaudet Societies. On Wednesday morning, the 17th, the annual address before the Alumni will be delivered by Mr. Allen McLean, of the class of 1857. The usual social reunion will take place on Wednesday evening.

REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS
TO THE GENERAL ASSEMBLY, MAY SESSION, 1861.

In our last we gave an extract from this interesting document. The Superintendent with much ability and clearness, speaks on the following points: "*Institutes, Educational Institutions, High Schools, Graded Schools, Mixed or District Schools, Colleges and Academies, Normal School, School Libraries, Common School Journal, School Laws,*" &c. The following from the summary of statistics may be interesting to our readers:

Number of towns in the State,	161
" towns which have made no returns,	1
" School Districts in the State,	1624
" public or common schools,	1843
" children between the ages of four and sixteen years,	108,389
Increase over the previous year,	2,925
Average number in each district between four and sixteen years of age,	67
Number of pupils registered in winter,	74,387
" pupils registered in summer,	63,461
" male teachers in winter,	1,010
" " in summer,	206
" female teachers in winter,	901
" " in summer,	1,716
Average wages per month of male teachers, including board, \$31.20	
" " " of female teachers, including board, 17.34	
Capital of the School Fund,	2,050,460.49
Revenue from the School Fund for the year ending Feb- ruary, 28, 1861,	124,647.35
Dividend per scholar, from the School Fund,	1.15
Capital of the Town Deposit Fund,	763,661.83
Revenue from Town Deposit Fund for school purposes,	45,819.00
Amount raised by town tax for schools,	72,342.00

Number of new school-houses erected during the year,	44
Estimated cost of these houses and their sites,	\$60,076.00
“ of repairing school-houses during the year,	24,730.00
Aggregate expended for new school-houses and repairing,	84,806.00
Number of school-houses reported in very good condition,	1,115
“ school-houses reported in a very bad condition,	322
“ schools of two grades,	110
“ “ of three or more,	53
Number of districts which have Outline Maps,	777
“ “ “ School Library,	571
Aggregate number of volumes in the same,	42,176

AMERICAN INSTITUTE OF INSTRUCTION.

THE Thirty-Second Annual Meeting of the American Institute of Instruction will be held in Brattleboro', Vt., at the Town Hall, on the 21st, 22d, and 23d days of August.

The Board of Directors will meet on the 21st, at 11 o'clock, A. M. The public exercises will be as follows :

Wednesday, August 21st.—At 2½ o'clock, P. M., the meeting will be organized for the transaction of business. The usual addresses of welcome having been made, the President will deliver his annual address ; after which the following subject will be discussed ;

How many hours a day ought Pupils to be confined in School ; and should they be required to prepare lessons at home ?

At 8 o'clock, P. M., a Lecture by Hon. Anson Smyth, State Commissioner of Schools of Ohio.

Thursday, August 22d.—At 9 o'clock, A. M., a Discussion. Subject : *The proper Qualifications of Primary School Teachers.*

At 11 o'clock, A. M., a Lecture by H. E. Sawyer, Esq., Principal of High School, Concord, N. H.

At 2½ o'clock, P. M., a Lecture by Lewis B. Monroe, Esq. Subject : *The Human Voice.*

At 3½ o'clock, P. M., a Discussion. Subject : *Methods of Teaching Elocution and Reading.*

At 8 o'clock, P. M., a Lecture by Calvin Pease, D. D., President of the Vermont University.

Friday, August 23d.—At 9 o'clock, A. M., a Discussion. Subject : *Universal Education the Great Safeguard of a Republican Government.*

At 11 o'clock, A. M., a Lecture by D. G. Moore, Esq., Principal of Public School in Rutland, Vt.

At 2½ o'clock, P. M., a Lecture by T. D. Adams, Esq., Principal of the High School, Newton, Mass.

At 8 o'clock, P. M., a Lecture by Prof. Edward North, of Hamilton College, N. Y. Subject: *The Tuition of Amusements*.

Ladies attending the meeting, will be welcomed to the hospitalities of the citizens of Brattleboro'. Those who purpose to be present will greatly oblige the Committee of Reception, and will avoid personal inconvenience, by sending their names, as early as possible, to Hiram Orcutt, Esq., West Brattleboro', Vt., or to the Secretary, West Newton, Mass.

It is expected that the usual reduction of fares, on the several railroads will be made, of which due notice will be given in the newspapers.

West Newton, June, 12, 1861.

WM E. SHELDON,
Recording Secretary.

In speaking of the teacher, the Hon. Francis Gillette uses the following expressive and truthful language, in his last report of the schools of Hartford :

"A man who possesses that rare combination of qualities, which pre-eminently fits him for such a position ; who has education, experience, skill, tact, and intuitive insight into character, a cool head, a warm heart, a quick eye, a gentle tongue, an open hand, and crowning all, a more than apostolic power of winning young hearts, and lighting up the school-room by his genial and inspiring presence—such a man deserves well of his country ; he is the highest style of public benefactors, and he who grudges him his well-earned crust, and treats him with a Shylock greed and niggardliness, is base enough to rob the mother that bore him, and brutal enough to drive the cart which carries his decrepid old father to the poor-house, singing as he goes, 'a Song of Sixpence.'"

SEED-WORDS.

'Twas nothing—a mere idle word,
From careless lips that fell,
Forgot, perhaps, as soon as said,
And purposeless as well.
But yet, as on the passing wind
Is borne the little seed;
Which blooms unheeded, as a flower,
Or as a noisome weed—
So often will a single word,
Unknown, its end fulfill,
And bear, in seed, the flower and fruit
Of actions good or ill.

SUPERINTENDENT'S REPORT. Copies of this document directed to the several School Visitors of the State, have been placed in the hands of the Representatives from the various towns. School Visitors will please remember this, and if they do not receive the Reports in due season, they will know on whom to call.

MASSACHUSETTS. We are most happy to learn that the legislature of this State, at its last session, made an ample appropriation for securing the services of Rev. B. G. NORTHROP, as State Agent and lecturer on the subject of Education. This action is alike creditable to the State and to Mr. Northrop. The old Bay State is always ready to make generous appropriations for educational purposes. Mr. Northrop has heretofore proved a most efficient and acceptable officer,—having done excellent service for teachers, schools and the community. May his efforts be long continued and prove eminently successful.

NORMAL SCHOOL. The next term of this school will commence Sept. 18th. Candidates for admission should make early application to Hon. DAVID N. CAMP, New Britain.

BOOK NOTICES.

THE NEW AMERICAN CYCLOPAEDIA. The 12th volume of this excellent work has been issued by the Messrs. Appleton, and will, we feel, fully meet the expectations of its subscribers. It is truly an invaluable work for all classes and will be found a library in itself. The volume before us ranges from Mozambique to Parr (Catharine.) We shall be glad to aid any of our subscribers by procuring this work on favorable terms.

THE PENNSYLVANIA TEACHER. This is a continuation of the "Educator" published at Pittsburgh, Penn., and edited by Rev. Samuel Findley. The work is devoted to Education, and is worthy of liberal patronage. The number before us presents an attractive appearance, and is filled with interesting matter.

CONTENTS.—JUNE, 1861.

	Page.
On Training the Teacher for his Profession,	194
The Teacher must Study,	196
Educational Journals,	199
<i>Resident Editor's Department.</i>	
Progress,	201
Childhood,	204
A Peep into Miss Brown's School,	206
Stories for Youth,	209
Bridgeport,	213
Our National Flag,	16
Anniversary of State Normal School,	220
Report of the Superintendent of Common Schools,	221
American Institute of Instruction,	222
Items,	223, 224
Book Notices,	224